
**Tennessee Teacher Licensure Standards:
Special Education, School Speech-Language Pathologist, PreK-12**

The Background:

Tennessee currently licenses teachers in six special education endorsement areas. The State Board of Education adopted a rule in January 2005, that requires the development and implementation of standards in an additional area, school speech-language pathology.

A Task Force on School Speech-Language Pathology and School Audiology, comprised of speech-language pathologists, audiologists, supervisors, and higher education faculty and representing various constituency groups, developed the proposed licensure standards. A list of members is attached.

Under the rule adopted in January and the proposed licensure standards, school speech-language pathologists will be issued a professional school services personnel license with an endorsement as a school speech-language pathologist.

The proposed standards are consistent with standards of the American-Speech-Language-Hearing Association.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2006.

The proposed standards have been circulated to education constituency groups for review and comment.

The Recommendation:

The Advisory Council on Teacher Education and Certification recommends approval of the proposed licensure standards on final reading. The SBE staff concurs with this recommendation.

Tennessee Teacher Licensure Standards
Special Education, School Speech-Language Pathologist (PreK-12)
January 27, 2006

Individuals who seek licensure as a school speech-language pathologist complete accredited graduate degree programs of study in speech-language pathology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. Candidates meet performance standards in speech-language pathology programs accredited by the American Speech-Language-Hearing Association as well as standards relative to providing services in a school setting. Candidates meet the following performance standards:

Standard 1

Speech-Language Pathology

Candidates understand and apply the knowledge base specific to speech-language pathology.

- 1.1 Candidates understand and apply the knowledge base specific to speech-language pathology in the following areas: (a) history and foundations of speech-language pathology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of speech-language pathology services; (e) emerging technologies; and (f) roles and functions of the school speech-language pathologist.

Standard 2

Speech-Language Pathology Services in a School Setting

Candidates understand and apply knowledge of speech-language pathology in a school setting.

- 2.1 Candidates communicate and collaborate with school personnel and other professionals in the school and with parents in planning to meet student needs.
- 2.2 Candidates understand the culture of the school and the role of the speech-language pathologist in the school.
- 2.3 Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.

- 2.4 Candidates function as contributing members of teams developing and implementing individualized education plans (IEPs).
- 2.5 Candidates apply speech-language pathology knowledge and skills in the general education classroom and other settings, integrating materials and instructional objectives from the general curriculum, including literacy skills, in the context of naturally occurring situations and daily routine.
- 2.6 Candidates apply classroom and behavior management strategies in a variety of instructional settings.
- 2.7 Candidates manage the speech-language program in the school and provide training and supervision for speech-language therapy associates and paraprofessionals.

Program Implementation Standards

- 1. The program of study enables school speech-language pathologists who serve students from birth through age 21 to meet performance standards for speech-language pathology in a school setting.
- 2. Institutions of higher education provide a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a master's degree or higher.
- 3. Candidates acquire the knowledge and skills required to work as a school speech-language pathologist by completing a program of studies which may be an integral part of the speech-language pathology program or may be in addition to the speech-language pathology program. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language pathologists.
- 4. Candidates for licensure as a school speech-language pathologist must complete a program of study specified for speech-language pathology at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure jointly by the college or department of education and the college or department of speech-language pathology. Candidates will be issued the professional school services personnel license with the school speech-language pathologist endorsement.
- 5. Candidates who hold a valid license, issued by the Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing

Association, will be issued the professional school services personnel license with the school speech-language pathologist endorsement upon application. There are no additional requirements.

6. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating programs preparing school speech-language pathologists: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Background Information and Standards and Implementation for the Certificate of Clinical Competence in Speech Language Pathology, American Speech-Language-Hearing Association (ASHA) (2004); Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants, ASHA (2004); and other current research on speech-language pathology.
7. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs preparing school speech-language pathologists will submit standards for conditional approval to the Department of Education no later than April 1, 2006.

School Speech-Language Pathologist Task Force 2005

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